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TRANSPORTATION IN THE NEWS

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TRANSPORTATION IN THE NEWS

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Subject/Grade Level: 8th Grade US History
High School Oklahoma History
High School US History

Purpose/Objective:

Students see transportation all around them but do not know geographic and historic background about the development of types of transportation. Students will gain geographic and historic perspectives about transportation as they explore American ingenuity that overcame geographic and economic issues in history.

National Geography Standards from *Geography of Life* Geographic Elements & Standards:

The World in Spatial Terms --

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

Environment and Society --

14. How human actions modify the physical environment

Oklahoma Academic Standards for the Social Studies

Grade 8 US History

Literacy Skills Standard 1: The student will develop and demonstrate Common Core Social Studies reading literacy skills.

A. Key Ideas and Details

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

C. Integration of Knowledge and Ideas

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Content Standard 4: The student will examine the political, economic, social, and geographic transformation of the United States during the early to mid-1800s.

3. Cite specific textual and visual evidence to compare the sectional economic transformations including the concentration of population, manufacture, shipping, and the development of the railroad system in the North as contrasted to the plantation system, the increased demand for cotton brought about by the invention of the cotton gin, and the reliance on a slave labor system in the South.

High School Oklahoma History and Government

Process and Literacy Standard 1: Reading Skills. The student will develop and demonstrate social studies Common Core reading literacy skills.

A. Key Ideas and Details

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Process and Literacy Standard 2: Writing Skills. The student will develop and demonstrate Common Core social studies writing literacy skills.

A. Text Types and Purposes

2. Write informative/explanatory texts, including the narration of historic events, scientific procedures/experiments, or technical processes.
 - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Content Standard 1: The student will describe the state's geography and the historic foundations laid by Native American, European, and American cultures.

1. Integrate visual information to identify and describe the significant physical and human features including major trails, railway lines, waterways, cities, ecological regions, natural resources, highways, and landforms.

High School US History

Process and Literacy Standard 1: Reading Skills. The student will develop and demonstrate social studies Common Core reading literacy skills.

A. Key Ideas and Details

3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Process and Literacy Standard 2: Writing Skills. The student will develop and demonstrate Common Core social studies writing literacy skills.

A. Text Types and Purposes

2. Write informative/explanatory texts, including the narration of historic events, scientific procedures/experiments, or technical processes.
 - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Content Standard 1: The student will analyze the transformation of the United States through its civil rights struggles, immigrant experiences, settlement of the American West, and the industrialization of American society in the Post-Reconstruction through the Progressive Eras, 1865 to 1900.

Geographic Themes: Place, Human/Environment Interaction, Movement

Geographic Questions:

Why were new or improved forms of transportation needed?

How did people modify their environment to provide effective transportation?

What types of transportation were available or were developed?

Why and when did these events take place?

Materials:

Textbook

Markers

Large sheets of paper

Internet connection

Flash Drive

Computers or Computer Lab

LCD projector (or equivalent)

Time frame: 3 - 4 days The amount of time needed will be determined by the size of your class and number of news reports.

Procedures: Tell students that they will be learning about the geography using the history of transportation. Their assignment will have the following components.

A news presentation as if on a major television network

A commercial

Optional song or music

An interview with a person who witnessed the event

One or more maps either drawn or on a PowerPoint

Optional PowerPoint with maps, charts, pictures, or graphs

Have students name all the forms of transportation they can. Challenge them to name at least 10. Choose a student to write forms of transportation on the chalkboard or white board.

Tell students that they are about to learn how people have changed their environment over the years by doing a news report about transportation.

Students will become news reporters, anchors, or investigative reporters who will give a news program of the historic period on a form of transportation or event.

Divide the students into groups of two to four on a news team depending on the size of your class.

Assign students a specific historic period and form of transportation of historic event.

Have students do the research on their assignment both at home and in class.

Students will be writing an essay on the event and putting together a news report. Their grade will be based 50% on each part, oral report and essay.

After the reports, ask students “how has geography had an impact on people?” “How have people used transportation to overcome geographic problems?”

Assessment:

Option 1

The News Report and essay are used for the grade by using a rubric for grading.

Option 2 Multiple Choice or Matching Test – Students write the questions.

Option 3 Students make a collage of transportation. This is for academically challenged.

Extension and Enrichment:

Have students use the Internet to create a timeline and a map of inventions.

Simplification:

Provide your own news report for students to read.

Provide the basic information without students needing to do the research and let them create a news report.

Have students do a cartoon or collage about transportation

Connections: Economics, Science, Art, English

Examples of Topics for News Reports (short list)

Grade 8 US History

Pony Express
Transcontinental Railroad
Columbus Discovery of the New World
Wagon Trains/Gold Rush
Voyage of Discovery
Donner Party
National Road
The Clermont steamboat (Fulton)
Conestoga wagons

High School Oklahoma History

Arkansas Navigation Project
Chisholm Trail
Trail of Tears
Route 66
Railroad
Turnpikes
the Land Run
Prairie Schooner
Cowboys/Horseback
Aviation/Winnie Mae

High School US History

Panama Canal
Lindbergh Trans-Atlantic Flight
The bicycle

Wright Brothers/Airplane
Interstate Highways
Henry Ford/Automobile
Trolley Car/City transportation
Amtrak
Buses
Airlines

Student Instructions

Research your news report using the textbook, Internet, and other resources.

One day in class/computer lab or library to do research

Two days for research at home for homework

One day in class for the group to put together your oral report

Two days to practice at home and write your essay

One class period to practice your “newscast”

Essay

You must have a bibliography with five (5) resources that the news team has read. Put any source in your bibliography that you read on the subject even if you get similar information from various sources. You will probably have more than five resources. See the handout with the rubric (requirements).

Bibliography: Author, title, date written, publication or web address

Do not use quotes. Put the information in your own words (paraphrase). Write at least two (2) paragraphs and no more than one (1) page.

News Report – Oral presentation

Time limit: 3 minutes

Be creative such as an “on the scene reporter” talking to individuals at the event. Do a commercial, a jingle or song, use maps, graphs and pictures in a Power Point. Use props or put on clothes of the time. Keep it simple. Have fun with your newscast.

Include: A geographic map of the era

Geographic information such as landforms, bodies of water, climate, and vegetation as they apply

Historical pictures

Historical dates, names, events, and locations